



Langham
Primary Academy
The Discoverers

SEND INFORMATION REPORT

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Our school's approach to supporting pupils with SEND

Langham Primary Academy is an inclusive school where we want all pupils to thrive. All pupils need additional support in some way or another from time to time. Some pupils have additional learning or accessibility needs because of SEND (Special Educational Needs or Disability). Our approach, described in our SEND Policy, is to implement a graduated response to overcoming barriers through a cycle of 'review', 'assess', 'plan', 'do' which underpins additional provision. Parents are fully involved in this cycle through regular review meetings to discuss achievements, progress and how to overcome any remaining barriers. In Essex, this cycle is commonly referred to as 'One Planning'.

Catering for different kinds of SEND

- **Cognition and Learning:**
 - This area encompasses difficulties in learning, including specific learning difficulties (SpLD) like dyslexia, dyscalculia, and dyspraxia, as well as moderate learning difficulties (MLD) and severe learning difficulties (SLD).
 - It also includes children with global developmental delay (GDD).
 - Support focuses on tailored teaching strategies, differentiated resources, and interventions to address individual learning needs.
- **Communication and Interaction:**
 - This area covers difficulties with speech, language, and social communication.
 - It includes conditions like autism spectrum disorder (ASD), speech, language, and communication needs (SLCN), and developmental language disorder (DLD).
 - Support involves speech and language therapy, social skills training, and strategies to improve communication and interaction.
- **Social, Emotional and Mental Health (SEMH):**
 - This area addresses difficulties with emotional regulation, behaviour, and mental health.
 - It includes conditions like anxiety, depression, attention deficit hyperactivity disorder (ADHD), and oppositional defiant disorder (ODD).
 - Support involves counselling, therapeutic interventions, behavioural management strategies, and promoting positive mental health and well-being.
- **Sensory and/or Physical Needs:**
 - This area covers difficulties with sensory processing or physical impairments.
 - It includes visual impairments (VI), hearing impairments (HI), physical disabilities, and multi-sensory impairments (MSI).
 - Support involves adaptations to the environment, assistive technology, and therapies to address sensory and physical needs.

Name of SENCO	Email address	Phone number
Andrew MacDonald	head@langham.essex.sch.uk	01206 272266

Securing and deploying expertise

We invest in staff training to make sure that we have the necessary expertise to support children with special needs. Recent training has focused on supporting children with phonics, early language acquisition and strategies to support attention in children with autism. Additional adults are deployed as appropriate throughout the school.

Equipment and facilities

We provide practical activities to support children's learning. We use Chromebooks and subscribe to educational apps to enable independent practice as required. We provide sensory activities such as Kinetik Sand and a dark tent to support children with sensory needs.

Identifying and assessing pupils with SEND

Our assessment policy describes our approach to assessment for all pupils including those with SEND. We carefully consider the barriers faced by children working below the expected level and ensure strategies are in place to support them. We aim to become experts on the children in our care. Further diagnostic assessment might be required to decide whether SEND might be a barrier. Assessments might include:

- Oxford Language Screen
- Sandwell Assessment of Mathematical Ability
- Autism Assessment Trust assessment framework
- Speech articulation screener
- Behavioural analysis

In more complex cases, specialists from outside the school may administer assessments to gain an insight into pupils' needs.

Consulting with pupils and parents

Parents

Our aim is to make sure that parents are fully involved with their child's education. Parental contributions to reviewing and planning the support for their children as described in the 2014 Code of Practice. In Essex, this is called 'One Planning'. At a One Planning meeting, parents can expect to celebrate their child's progress and achievements, celebrate successes, identify aspects that aren't working so well and agree specific targets to work on over the course of about one school term.

Pupils

Pupils contribute to their pupil passport which is reviewed at least annually. Working with an adult who knows them well, they talk about their interests, identify what they are good at discuss what helps them to do well at school. This becomes part of a pupil passport which is shared with parents as part of the One Planning process.

Involving key stakeholders

From time to time, the school requires advice and support from specialists with specific areas of expertise. These are accessed through different referral and procurement processes. Specialists who might be involved include:

- Inclusion partner: specialist advisor from the Local Authority who provides strategic advice and supports the implementation of local authority driven approaches.
- Educational Psychologist: provides a report for a needs assessment as part of the statutory assessment process if the local authority decide that this is required.
- Speech and Language: provide support and advice for school and families. Referral required to access this service.
- Essex Child and Family Wellbeing service: this service includes mental health, sleep and diet advice and support. Referral required to access this service.
- Paediatric services: referrals for ASD and ADHD are made by school as required.

The school sometimes commissions support for specialists where we feel that additional expertise is required. We have recently worked with a specialist teacher in autism to support us in developing effective strategies.

Transition support

Prior to moving to a new school, arrangements for securing a successful transition are discussed and agreed at a One Plan review meeting. Strategies might include:

- Preparing a book about the move to a new school including photos of key locations and people.
- Accompanied visits to the new school.
- Transition days
- Handover meetings with new SENCO including inviting them to child's last One Plan Review or transition planning meeting.
- Sessions learning how to use timetables etc. for their new placement.

Teaching approach

It is important to us that children with SEND are not segregated and access learning in classrooms alongside their peers as much as possible. Teachers use approaches to classroom organisation and lesson management to ensure that learning is accessible. An overview of these approaches is described in [Ordinarily Available: Inclusive Teaching Framework](#) which is a document produced by Essex Local Authority to support inclusive practice.

Sometimes children may need a bit of individual or small group practice in addition to the day-to-day provision in class. The approach to this is 'little and often' to make sure that children do not miss out on other aspects of the curriculum. An overview of approaches typically adopted is described in [Ordinarily Available: Targeted Support](#) which is a document produced by Essex Local Authority to support the deployment of targeted interventions.

In some cases, the National Curriculum may not be appropriate. In such cases, a personalised curriculum is designed to meet children's needs. Where possible, activities are designed to involve other children to make sure that social and interaction skills continue to develop, and children with an individualised curriculum will access parts of the day-to-day alongside their classmates.

Inclusivity in activities

Pupils with SEND are included in every aspect of school life. Where an individual need or disability might present a challenge to participation, we carefully consider measures we can take to make sure this does not become a barrier to inclusion. As a result, pupils with SEND are represented on the school council, take part in extra-curricular activities, represent the school at sporting fixtures, take to the stage in school productions and are given responsibilities such as being a Year 5 buddy to younger pupils.

Pupils with SEND are expected to attend registration with their classmates, go to assembly and access lessons as much as is possible.

Supporting emotional and social development

Pupils receive emotional support through their classteacher or another trusted adult in the school and identified on a support plan. Sometimes this might be an adult outside their class because the quality of the relationship is the key factor we take into consideration.

Our approach to bullying means that any concern is taken very seriously. We carefully monitor the impact of actions we take to stop or prevent bullying until all parties involved, including the young person and their family, tell us that it is no longer a problem.

Evaluating effectiveness

The effectiveness of our provision is evaluated on an individual basis through the One Planning process once a term. Adjustments are made as necessary.

We also evaluate the effectiveness of our overall strategy by monitoring assessment outcomes, progress towards One Plan objectives and observations of provision.

Handling complaints

Parents should refer to the school's complaints policy when making a complaint about the provision at our school.

Local Offer

Information about help available in Essex for children and young people aged 0-25 can be found on the Local Offer website <https://send.essex.gov.uk/#>

Named contacts

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